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ABSTRACT

The Charles Stewart Mott Foundation has been involved in the community-school/community-education movement since the 1935 Flint Community Schools (Michigan) experiment led to fuller use of local school facilities for learning and recreation programs. The National Center for Community Education (NCCE) was established in the 1960s as a training component in support of the Mott Foundation's promotion of school-community partnerships. This issue of the Mott Exchange, the official magazine of the Foundation, contains four stories that describe the NCCE and its activities: (1) "A New Era for Community Education" provides historical information about the NCCE; (2) "Programming: Going, Growing Strong" describes three types of training workshops available to school professionals and nonprofessionals on school-community collaboration; (3) "Board, Staff Profiles" contains brief biographies of NCCE management and staff; and (4) "Eye on the Future--Tomorrow's Leaders Today" describes a new young adult leadership program in Flint. (MKW)

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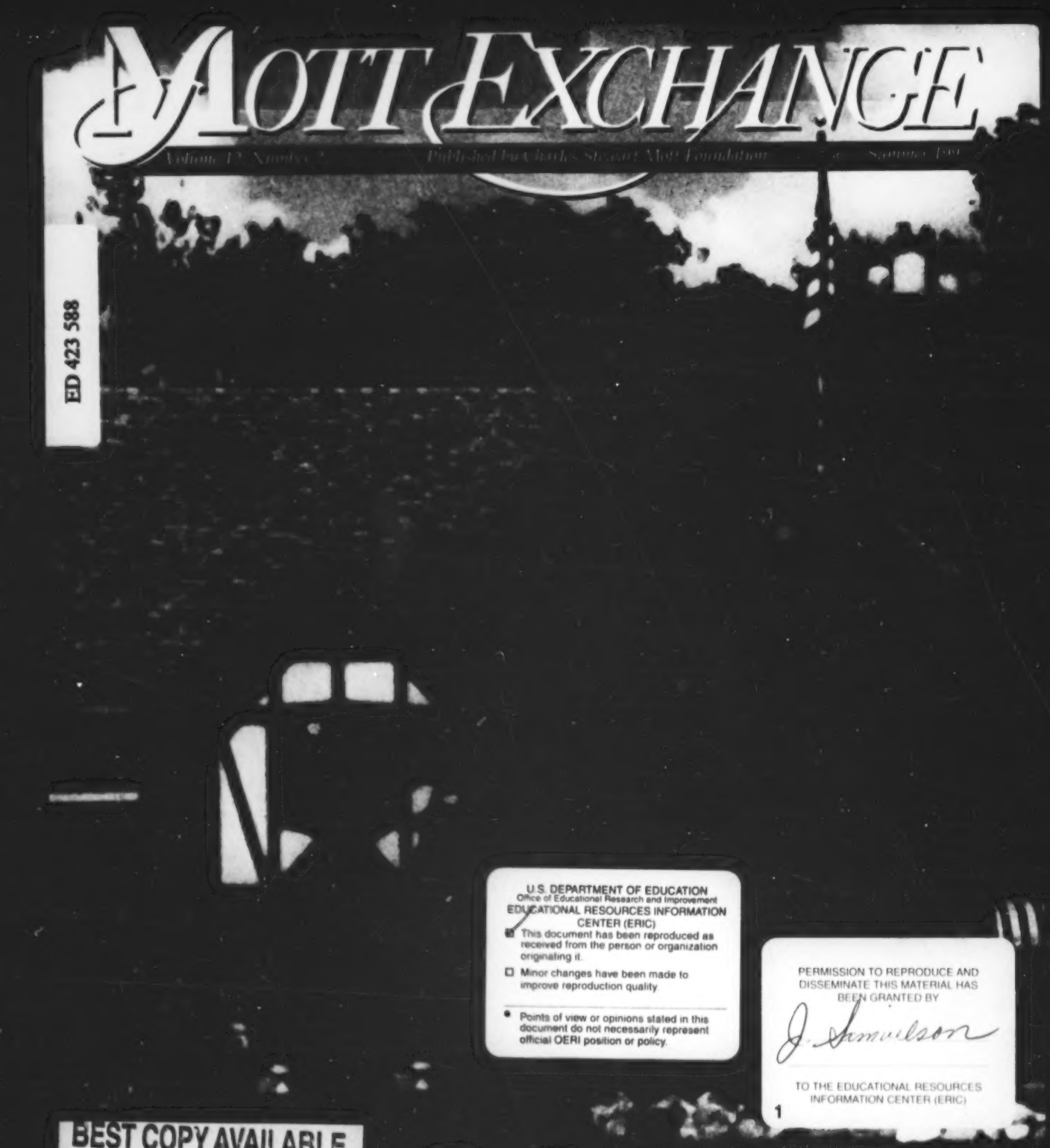

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EA 029 198

The National Center for Community Education:

On the Threshold of a New Age

EDITOR'S NOTE

The Mott Foundation has been involved in the community school/community education movement since 1935 when a novel experiment to use school facilities more fully for learning and recreation programs for *all* residents was so successful that it spawned a nationwide phenomenon.

While much has happened in the 60-plus years since, the Foundation has found itself reaffirmed time and time again of the basic tenets embodied in that original experiment.

Indeed, as each new generation has assumed its leadership role, the challenge of preparing future generations has remained among our most significant. Today in the United States, there is tremendous concern that we must ensure that every child is well-prepared for life.

Clearly our schools are at the very heart of the issue. After all, the primary purpose of school is to give our youth the knowledge and capacity to be successful throughout life. But our schools are struggling under significant social challenges. It has been long-since proven that children cannot be successful in school if they have mental, emotional or health problems. So what are schools to do?

In our experience, community schools and the process by which they come about, are critical to addressing the comprehensive needs of local children. Having school and community join together to ensure that young people don't fall prey to gangs, drugs, and violence is important to educational attainment. Having parental involvement makes schools more open and welcoming and is proven to help student achievement as well. Having schools and communities work together to address community needs can create the public will necessary to support education properly. And perhaps more importantly, effective community schools have proven to be a deterrent to truancy and students dropping out.

Years of work in this field have reinforced the Mott Foundation's belief that schools should be at the forefront in stimulating partnerships of concerned citizens to address the community's need for excellence in learning. Moreover, if an agenda of excellence is to be achieved, the entire community must determine what will meet the needs of all citizens and the community must be held accountable for its attainment. This agenda cannot be set by professional educators alone, even though they are able and talented.

The concept of community schools/community education has worldwide implications, whether it takes the form of demonstration projects; conferences or forums to discuss and advance the field; leadership training programs; technical assistance to emerging community-school initiatives; or efforts to create and improve policy. This was as true in the early days of the Flint experiment as it is today.

This issue of the *Mott Exchange* examines what led to the original Flint community schools experiment and how programs that ran the gamut from adult education to health education and mastery teaching programs to school effectiveness models eventually led to the creation of an infrastructure that would support the movement well into the future.

The National Center for Community Education (NCCE) was a critical part of this infrastructure, established in the early 1960s as a training component. Over the years, Mott has also supported the National Community Education Association, a national membership and advocacy organization in Washington D.C., and the growth and development of community schools and community education internationally.

NCCE remains at the core of the Foundation's continuing efforts. Today, the center continues its training component, but is increasingly becoming a national resource helping others on a number of levels — particularly those interested in full-service schools, a concept the Mott Foundation heartily endorses.

In the final analysis, the Mott Foundation's ongoing interest in and support for community schools and community education comes from seeing first-hand the differences each can make in the life of a child as well as the life of a community.

As the nation continues to discuss the future of education, what we see missing from the debate is a commitment that all children must have opportunities to achieve and to excel. In our view, only when schools and communities work together and are equally accountable for the success of every child, will we be truly committed.

The following stories were written by Fran Krajewski, a Flint-based freelance writer, and Val Osowski of the Foundation's Communication's Department.

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Community Education:

A National Resource Contemplates Its Future

By Fran Krajewski

When Brad Anderson and Jim Stritchko of Franklin, Wisconsin, attended a four-day training workshop at the National Center for Community Education (NCCE), the biggest question on their minds was, "How do recreation programs differ from community education?"

And the biggest question for Dan Cady, executive director of the Flint, Michigan-based NCCE, was how the center could best help them.

"Just about every day, we went to Dan and said, 'Dan, this is about recreation; community education is recreation, isn't it?'" said Anderson, program administrator of recreation and athletics for Franklin Public Schools. "And he would say, 'Well, it's bigger than that,' and he'd try to explain how, but we really didn't grasp it."

Later in the week, as part of the training, the two went to a local school where they heard community educators talk about some of their school initiatives.

"All of a sudden, the light bulb went on," Anderson said.

What he and Stritchko realized was that community education isn't a blueprint to be applied in the same way in every community. Rather, it is a concept and a process that brings schools and communities together to meet community needs — and needs may be quite different from community to community.

That certainly made sense for Anderson and Stritchko. Enthused and inspired, the two went home to Franklin and began laying the groundwork for what would become a five-year community education plan for the district.

Franklin's story is not unique. Across the country, American communities and schools are struggling with new ways to re-engage citizens and to ensure that students achieve. And NCCE, with its rich history of bringing schools and communities together to address community needs, finds itself revitalizing and expanding to meet an ever-growing demand for its unique range of services.

Springing from the heyday of the community/school movement, NCCE has evolved from one of the most innovative leadership programs ever initiated in the field — the yearlong Mott Intern Program — the focus of which was to train educators as leaders within their communities.

"Today, we envision NCCE serving as an important catalyst for communities all over America and beyond that are looking for ways to get schools and communities to work together for the benefit of current and future generations. Along those lines, our role is to provide training, technical assistance, resources and networking opportunities wherever we can to help communities toward this end," Cady said.

"I believe we are uniquely positioned to help bring people together around the issues of communities and schools. There are a number of different ways community education is being practiced throughout the country today."

Using the training, technical assistance and expertise of NCCE over the past two years has made all the difference for the Franklin schools.

When Anderson and Stritchko reported their NCCE training experience to the Franklin School Board, they got the go-ahead to share the concept of the school as a local community center with others. They started with

Defining Community Education

Community education offers the opportunity for local citizens and community schools, agencies and institutions to become active partners in addressing educational and community concerns. It embraces these beliefs:

- Education is a lifelong process;
- Everyone in the community — individuals, businesses, public and private agencies — shares responsibility for educating all members of the community; and
- Citizens have a right *and* a responsibility to be involved in determining community needs, identifying community resources, and linking those needs and resources to improve the community.

Community education is characterized by:

- Citizen involvement in community problem-solving and decisionmaking;
- Lifelong learning opportunities for learners of all ages, backgrounds and needs;
- Use of community resources in the schooling/education curriculum;
- Opportunities for parents to become involved in the learning process of their children and the life of the school;
- Optimum use of public education facilities by people of all ages;
- Coordination and collaboration among agencies and institutions;
- Partnerships with business, industry and schools; and
- Utilization of volunteers to enhance the delivery of community services.

Community schools may be defined as the vehicles for carrying out these activities. It is important to note, however, that a "community school" may be created anywhere in a community where these activities may be brought together. ■

principals, who explained it to teachers, who shared it with other school personnel, all of whom shared it with the community.

In short order, schools expanded programming, which, in turn, provided the impetus to open more buildings and develop even more programs in response to community input.

There was no stopping things after a survey found that an astronomical 93 percent of the people in the district had been in the school buildings for some reason or another. "After that, everything snowballed," Anderson said.

Indeed, the program has been gaining momentum ever since.

"This summer alone, we had 17 new community education-based programs start," Stritchko said. "We've also received 20 proposals from teachers who want to work after school in their classrooms with kids this fall."

Anderson is quick to credit the community's partnership with NCCE as the biggest reason for the plan's widespread acceptance and early success.

"The assistance Dan and the center provided throughout the development of our plan has really paid off and will serve to set the way for the growth of Franklin over the next five years."

Moreover, Anderson and Stritchko agree that, while the program is off to a good start, the ongoing partnership with NCCE will be critical to maintaining the momentum in Franklin.

Said Stritchko: "The center's support makes all the difference in the world. Their vision and expertise is a most valuable resource."[1]

It was vision that led to the creation

[1] Stritchko, formerly a recreation administrator in Franklin, recently became administrator of recreational services in North Las Vegas, Nev.

of NCCE. Opening schools and making them rallying places in the community in order to give vitality and identity to Flint's neighborhoods and its people was the dream of Frank J. Manley. A physical education teacher in Flint in 1935, he passionately espoused noted American educator John Dewey's philosophy that, "Education is not preparation for life; education is life itself."

In June 1935, industrialist and philanthropist Charles Stewart Mott heard Manley speak at a Rotary Club meeting about youth problems in Flint. Mott, known for his ability to spot good leadership, saw in Manley not only an educator, but also a man with a deep commitment to "helping people help themselves." Mott also recognized Manley as someone who knew how to translate dreams into realities.

Both men agreed that schools belonged to the people. They also knew there were many unmet needs that could be solved if the schools would open their doors, both literally and figuratively, to the community.

Later that summer, the two developed a plan by which Mott would supply $6,000 to open a few Flint schools after regular hours to provide a supervised program of health, recreation and adult education. This was the beginning of what would become the Mott Foundation's lifelong support for community education.

"Community schools" quickly became the focal point for delivering a wide range of neighborhood services. The concept evolved, broadened and intensified until the entire community, not just the school and its after-hours recreation programs, became a part of the initiative.

Building on the successes of these first few schools, Mott and Manley, along with Ernest O. Melby, professor emeritus at Michigan State University (MSU), developed a community school model that by 1953 would spread to all 36 schools in the Flint system and eventually would serve as a national example of how schools and communities could work together to solve community problems.

Visitors from around the country came to Flint to learn about community schools.

Over the next decade, as young educators were hired and trained as community school directors, the movement gained momentum not just in Flint, but nationwide. By the late '50s, 10,000 people annually were coming from across the country to attend Flint-based community school workshops. Many left hoping to replicate what they had seen.

But with the success of the program came an unforeseen liability for Flint as creative and committed Flint school directors were increasingly snapped up by outside education systems, universities and social service agencies.

Mott Foundation officials took notice of the talent raids and decided that a training program could stem the outbound exodus from Flint while producing the educators necessary to spread the concept nationally. The result was the Mott Intern Program, a yearlong training initiative for master-, specialist- and doctoral-level students to ensure development of qualified leaders in the field.

"I don't think such a partnership has ever been duplicated before or since."

—Doug Procunier

"Mr. Mott and Mr. Manley concluded the concept had such merit that all that was needed to be done was to train people, send them out, and the idea would sell itself," said Donald C. Weaver, chairman of the NCCE Board of Directors and a former Western Michigan University professor who helped oversee the intern program in its early years.

The program, a collaborative effort of the Foundation and seven Michigan colleges and universities, was established in Flint in 1964 under the direction of Melby and staffed by faculty from the seven universities.

The first year the program was administered out of MSU. But people realized that overseeing day-to-day responsibilities and activities would be done easier from a centralized location, so the program was moved to a house owned by the Flint Board of Education.

Two years later in 1967, the Mott Leadership Center, as it was called,[3] moved to a nearby estate also owned by the Flint board. The Crawford House was a more spacious and comfortable place to hold intern activities.

"We went to a joint program in Flint to escape the rigidities of the campus, to involve ourselves and our students in the practical realities of urban life, to have a chance to learn by doing," Melby wrote of the internship.

Education, he insisted, "has to get out there and become a part of the whole community."

In addition to their academic studies, interns gained practical experience through rotating internships during their year in Flint, which included opportunities with Flint Community Schools, nearby Kearsley Public Schools, General Motors Tech Center and others.

The program also exposed students to people of national stature in the social and behavioral sciences. "Thursday Colloquiums," as they were called, allowed interns to converse with some of the finest minds in the country, such as the late anthropologist Margaret Mead.

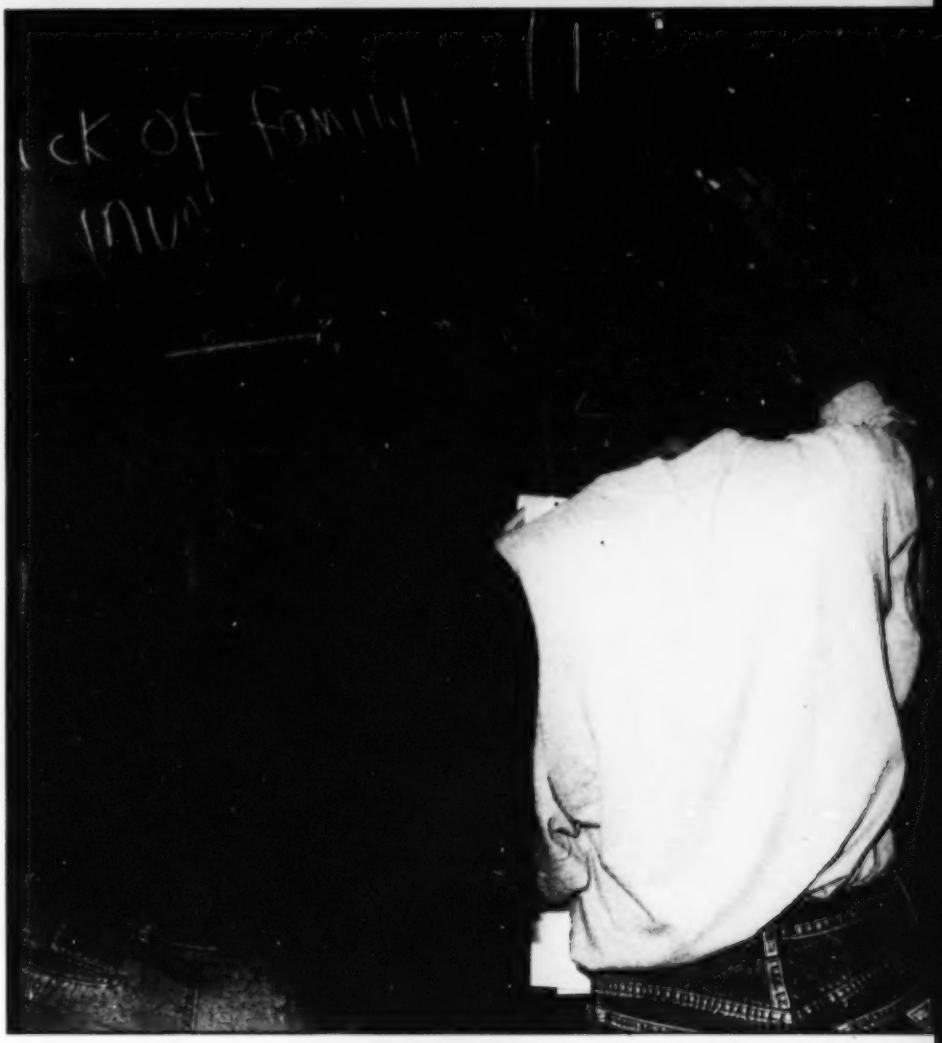
Douglas Procunier, now a retired community educator from Flint's Mott Community College, served as the program's original coordinator.

"The program benefited all of the partners. It gave the universities identity as well as graduate students, and it gave the Flint school system attention and improved the national reputation it already had. In addition to that, by their presence in the schools, the interns made a contribution to the Flint school system," said Procunier, who later became a Mott Foundation program officer.

[3] In the late '60s-early '70s, because of its national reach and reputation, the center was renamed the "National Center for Community Education," the name by which it is known today.

"I don't think such a partnership has ever been duplicated before or since. Obviously it couldn't have happened without the support of the Foundation, and Manley was phenomenal. He knew a lot of people in a lot of places, and that really helped."

"There were people in every intern group who really became dedicated to the Flint concept of community education," said Jack D. Minzey, former dean of the College of Education at Eastern Michigan University, author and lecturer on community education, and a doctoral student in the program's first class. "They probably were responsible for moving community education to another level, another generation."



From 1964 to 1974, the Mott Foundation invested more than $5.5 million in training some 700 educators. Today, Mott fellows can be found in all walks of life — they are superintendents of schools, directors of neighborhood housing organizations, police officers, editors, industrial consultants, public policymakers and community school directors.

The Mott Intern Program was exceptional for its time. But with increasing costs and a rapidly changing society that placed greater demands on its citizens, both at home and at work, the program's continued relevance came into question. In 1974, with a network of leadership centers in place nationally, hundreds of community school practitioners trained and a sense that the intern program had served its purpose, the Foundation opted to discontinue it. But as the intern program was phased out, new types of training took its place.

"The priority for the community education field became shorter-term programs for people who were already on the job and who wanted the benefit of some additional training without committing to a yearlong initiative," said Pat K. Edwards, NCCE associate executive director.

Using the best of the original program, a two-week orientation training program was established as the center's core activity, thus opening community education training to scores of new individuals.

The new training prompted the need for a center director to oversee its activities. In 1979, Flint community school educator Duane Brown was named executive director, with the mandate to broaden the center's focus.

"My responsibility was to be

Shorter-term training programs opened the 'community education door' for many more individuals.

creative in terms of changing the focus of what was offered here at the center. We did a pretty good job of that while still maintaining our roots. We never lost sight of what the community school concept is and from where it evolved; we started from there so that we would have a common base — then we began to branch out," Brown said.

"Because many people at that time tended to think in terms of their own little neighborhoods, school districts and governmental units, the center's message was, 'It's getting bigger out there. We're no longer getting ready to live in a global society — we're *in* a global society!' "

Brown eventually modified the orientation workshops to six days and added a variety of four- to five-day workshops to the schedule. And as the program changed, so did the makeup of the participants, particularly as related to gender and profession.

"Initially, 95 percent of the people who came here were male. Now almost 70 percent of the 500-600 people trained here each year are female," Edwards said. "That has occurred not only because there are many more women in school administration, but also because social workers, nurses, outreach workers, VISTA and Peace Corps workers, ministers, etc. now all want to come."

From the time NCCE established the original yearlong training program, more than 12 agencies, including universities, the Flint Board of Education and the National Community Education Association, received grant dollars to operate it. All that changed when the center incorporated as a nonprofit organization in 1984.

"When the grant funding came through the Flint board or the participating universities to the center," Edwards said, "it was sometimes difficult to operate efficiently because the money was being administered off-site and the disbursement of the funds happened according to someone else's schedule. Incorporating made the administration of the center much, much easier."

Two years later, the Flint board sold the Crawford House to the center for $1 — a symbol of the board's commitment

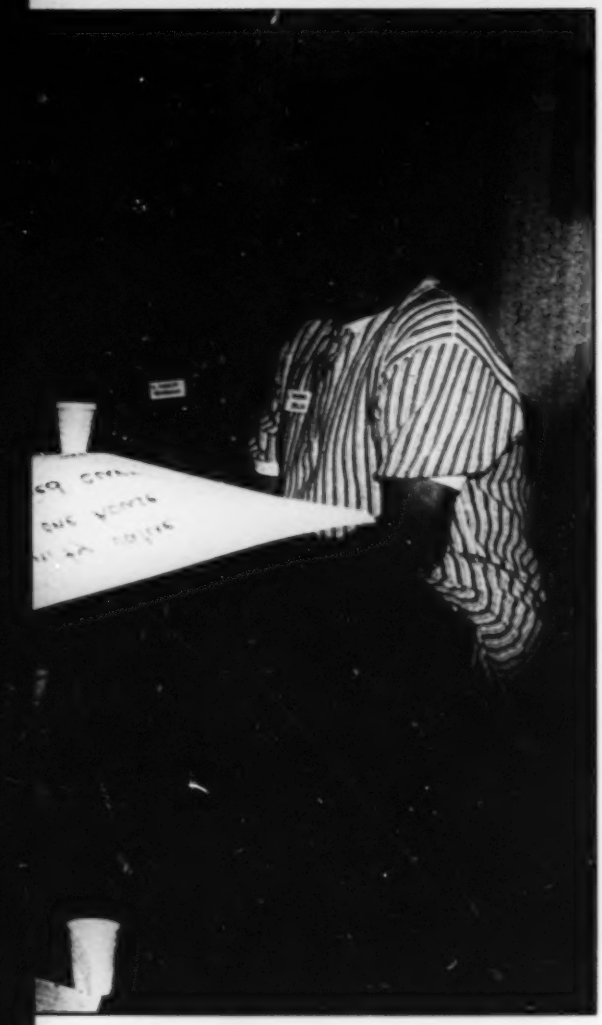
to the city's legacy as a national leader in the community education field.

"That's when NCCE really became its own entity," Brown said. "We knew, that day, we could stand on our own."

Today, more than two decades after the discontinuation of the yearlong intern program, the center's revitalization once again has become critical to the continued growth and expansion of the community education field.

"Many of the Mott interns are reaching retirement age, which means the work force in the field is turning over," Minzey said. "When you lose original leadership in a movement, there is a greater need for training. That's why the center has become such a tremendous asset. If we did not have NCCE, we probably wouldn't have community education training to any degree in this country today."

When Brown retired in January



1996 after 17 years, he was succeeded by Cady, a 36-year veteran of community education in the Flint schools. Edwards, on loan from the Foundation, joined him at the same time. Cady now heads a team Minzey considers to be one of the real strengths of the center.

"The leadership is there. They're strong believers and they have great dedication."

Still, NCCE has its work cut out as it heads into the 21st century. Community education development has, not so jokingly, been compared to whale watching: "One pops up and another disappears." That analogy says much about what NCCE faces during its next decade of transition, according to Cady.

"Many different types of community education are practiced across the country today. We expect to play a major role in trying to bring people together so they can share what they're doing, identify common interests and unique strengths, and combine efforts where appropriate to strengthen and support public policy."

In addition to attracting participants that represent different models of community education, NCCE is bringing in resource experts from a variety of community education networks to be presenters in the training programs.

Recent presenters have included Rosa Agosta, community schools director for the Children's Aid Society in New York City, who discussed her organization's partnership with the New York City Public Schools to develop a comprehensive response to the pressing needs of children and families in the northern Manhattan neighborhood of Washington Heights; and Ira Harkavy of the University of Pennsylvania, who spoke about Penn's "WEPIC" model, a community/school collaborative in which university students in community education work with children in west end Philadelphia middle schools.

"We're not just preaching our own brand of community education," Edwards said. "Our future depends on us being able to teach people about all the models being used so they can see the whole of what's out there and then take what works for them."

There are a number of other significant challenges as well.

As school financial resources dwindle, there is a tendency for protectionism and turf questions to exacerbate.

"This is happening at a time when, if community education efforts are to be successful, collaboration has to happen," Edwards said. "This creates a paradox where it's difficult to get people to understand that if they combine their resources with those of others, it would take them a lot further than they could go on their own. Our role is to figure out how we can create positive partnerships between school and agency people, given the current climate of entrenchment."

The issue of diversity in community

is another challenge.

"Embracing diversity as a means to a better quality of life for everyone is a principle that NCCE is very committed to," Cady said. "We need to celebrate diversity and difference in our communities and in the community education field. People need to recognize that inclusion and the willingness to come together to have conversations, albeit difficult, are critical if the goal is to enrich and enhance their community."

"We will provide leadership training for young adults designed to help them better access communities and power systems."
—Dan Cady

According to Edwards, communities and schools need a different type of leadership than in the past.

"For a long time, charismatic leaders or special interest groups were often the ones who drove a community's agenda and decided what changes were needed. While there have clearly been some great community leaders, experience has shown that this type of leadership can lead to fractionalization, especially in more diverse communities. If we are to re-engage citizens and establish a collective sense of community, current and future leaders must be facilitators who are supportive of, and sensitive to, all community stakeholders."

Perhaps one of NCCE's greatest challenges is to increase people's understanding that raising a child to be a productive, fulfilled citizen and community member is everyone's responsibility.

"We need to get educators, parents and communities to understand that defining learning outcomes for kids, student achievement and job/life readiness is not just the responsibility of the schools — it's a *community* responsibility," Cady said. "It is critical that issues are defined, discussed and worked on by the whole community so that our children and future generations are afforded the resources and opportunities they need to succeed."

Along those lines, recognizing that today's 20-35-year-olds are an important but too often untapped source of that potential strength and support, NCCE is developing a Young Adult Initiative to bring voices to the table that are not now being heard. (See related article on page 28.)

"We will provide leadership training for young adults designed to help them better access communities and power systems," Cady said. "It will raise their consciousness about having an impact as young adults in community education and, at the same time, I think it will teach us how to encourage young people to get involved."

Said Edwards:

"I hope there will be a couple of young adults who come through here in the next year or so who understand they can have a career in community education and community schools. They are the linchpin to the revitalization of the movement, both locally and nationally. Our future depends on it.

"The bottom line in all of this is that it's NCCE's job to translate these challenges and issues into meaningful experiences for its training participants. Ultimately, we will only be as successful in revitalizing the field and the country's communities as those who come through our doors and leave, hoping to replicate what they have seen." ■

Val Osowski contributed to this report.

Home Sweet Home

The Crawford House, home of the National Center for Community Education (NCCE), was built in 1927 for Mr. and Mrs. Joseph Crawford of Flint. Crawford, a native of nearby Otisville, was a businessman and banker. He worked for the W.A. Paterson Carriage Company and also helped to finance the Buick Motor Car Company. The Flint Board of Education bought the estate in 1967 with funding from the Mott Foundation, with the stipulation that it always be used for community education training. NCCE moved there the same year. The board sold the house to NCCE for $1 in 1986. Other pictures of the house and grounds are scattered throughout this issue.

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Programming: Going, Growing Strong

As the world has become more complex and diversified, so has the community education movement — and the role of the National Center for Community Education (NCCE).

Training is still the anchor of the center's programming. But it also offers other methods and approaches to help individuals and groups develop new relationships and long-term agendas to strengthen community/school initiatives. As part of this, NCCE provides technical assistance and serves as a resource and convener for various groups and organizations.

What follows are brief descriptions of the programs and services NCCE provides and how these activities have impacted others.

TRAINING

NCCE workshops are conducted by nationally recognized authors and speakers as well as leading local, state, national and international community school personnel and agency directors. The workshops are open to professionals and non-professionals whose back-grounds and occupations are as diverse as the communities and organizations they represent.

The center's training programs consist of: a six-day Community Education Orientation Workshop, referred to by NCCE staff as its "bread and butter" offering, which is given three to four times a year to a collection of participants from across the country; a four-day Intact Workshop, conducted six times annually, which provides a group from a specific locale the opportunity to work together on a long-term community action plan; and a three-day Mobile Workshop, which accommodates larger groups who find it financially and/or geographically difficult to get to the center.

Orientation Workshops

The Orientation Workshop provides participants with a comprehensive overview of community education through presentations and interactive sessions. These activities are interspersed with site visits to exemplary community partnership programs based in the Flint area and southeast Michigan that demonstrate how businesses, and public and private health, education and human service agencies are successfully collaborating to provide needed community services. On average, each workshop accommodates 30-35 participants.

"What we do at these trainings is create a community among ourselves, get to know each other better and build a sense of how folks can help each other," NCCE Associate Director Shane Tiedeman said. "The skills, knowledge and network building that participants acquire in the workshops provide a great opportunity for people to change what they do in their communities when they return home."

Tiedeman's view is strongly supported by the testimonials of workshop participants, including some who attended an Orientation Workshop this spring. Attendees came from locations as varied as the mountains of Montana, small Midwestern towns and Eastern urban areas.

NCCE welcomes inquires about its programs and services.
The center may be contacted by calling: 810-238-0463 or writing:

NCCE • 1017 Avon Street • Flint, MI 48503

Orientation workshops help participants define community education and how it might work in their communities.

Frances Walker, executive director of Philadelphia Parents Against Drugs (PPAD) and a leading organizer for the West Philadelphia Empowerment Zone, decided to attend the workshop through the recommendation of the University of Pennsylvania.

"I felt I already knew everything, and I thought, 'What can they tell me?' But I learned a lot!" the spirited, 59-year-old activist said.

"I was real proud to be there with people from all over the country and India and to be able to share and get input from them. I don't care where you came from, you felt accepted and appreciated. We all have the same problems — the rich, the poor, everywhere. That's why it was so important for us to be together there — so you know that you aren't out here by yourself."

Walker, who has been involved in her West Philadelphia community since the age of 14, managed the local office of former U.S. Rep. William Gray, D-Pa., until founding PPAD in 1987 with his backing.

Her anti-drug movement gradually expanded into a social service agency that now operates a range of programs including HIV/AIDS Prevention, the Emergency Food Cupboard, "Raising Others' Children" (ROC), Male Advocacy Parenting and Healthy Start, and after-school tutorial services.

"One of the things that NCCE helped me do is put things more into focus," Walker said. "They talk about comprehensive programs that help the total community, and while that's what I've been trying to do, too often I've been doing it piecemeal."

After returning home, she immediately began organizing different parent groups and forming health, education and youth committees under the ROC program to help serve 135 families in which older adults are raising grandchildren, great-grandchildren, even abandoned children. An important piece of this program will be the partnering of these groups with area community schools, which will work with them to provide additional support and guidance.

"The workshop taught me to be more inclusive," Walker said. "You need to have the people who are victimized by these various situations working in the programs so they can have a true investment in, and ownership of, them."

Unlike Walker, who came to the Orientation Workshop with

"This workshop gave me a perspective on what community education is really about."
—Roy Sharfin

background and experience in community education, many attendees are either new, or relatively new, to the idea. As a result, they arrive without specific agendas or expectations.

That was the case with Roy Sharfin, who has been teaching fifth grade at the Enos Garcia Middle School in Taos, New Mexico, since 1991. Despite being president-elect of the New Mexico Community Education Association, Sharfin had no formal background or training in the field.

"Our school is not defined as a community school, although a lot of things happen there that the community participates in," he said. "We bring community people — artists, political figures, etc. — into the school, and we go out and utilize the community in terms of studying (resources). I went to Flint because I think our community lends itself to bringing community partnerships together even more — and I really want to know how to do it the right way."

Sharfin's evolving community-school connection is unusual. A native of Brooklyn and a graduate of New York University's School of Dentistry, he moved to Taos with his family in 1972 to work in a government-funded clinic and later in private practice. In 1988, Sharfin decided to hang up his drill, return to school and enter the teaching profession.

"I knew that I have a way of connecting with kids and thought I'd be a good role model. I decided on elementary school because I thought I would have a greater impact as an adult male among kids that are really needy.

"It's rewarding when you can really help a kid see or feel something, or really tune into something. It can be one kid or two kids — and it can be an academic or an emotional wake-up, a sensitivity to another kid or just to themselves."

Sharfin particularly appreciated the site visits that were conducted during the NCCE workshop.

"Going out into the field was the best thing. It's one thing to talk about something, but it's always better to see what people are actually doing — and how they're doing it. What we do (in Taos) is fragmented. This workshop gave me a perspective on what community education is really about, what the parameters are and how to try to bring people together to create partnerships. It kindled some of my own desires to make the school system and the community come together in a better way."

Intact Workshops

The four-day Intact Workshop, a variation on the orientation training, is designed to assist a group from one locale — neighborhood, city, school system, state or foreign country — with a long-range community/school partnership agenda they have begun planning before they arrive.

NCCE Executive Director Dan Cady says these workshops are designed to help attendees gain a better understanding of community and develop more sympathy and empathy for other people.

"Part of this understanding comes from being with people from different backgrounds. It's an opportunity to make time to network with others and think more broadly, which is very difficult to accomplish in this fast-

paced day and age. What's critical is that people leave with an action plan to establish community schools in their own neighborhoods."

Over the past couple years, NCCE has conducted nine intact workshops with groups from Canada, Illinois, Kentucky and Wisconsin. Each group averages 30-35 people and can include city council members, mayors, school officials, clergy, activists and citizens from all walks of life.

Tiedeman says that sometimes people take on community service-related jobs without really understanding the larger picture of what their role can be.

"They're often just going through the motions of completing the tasks they have before them. Then, during their time here, they see where they fit in and what their job is about and leave with a deep commitment to it."

One Intact Workshop participant shared as part of a written evaluation of the session this realization:

"I have been *doing* community education for the past seven years without knowing it! This experience has helped to legitimize my work and give me even more tools and confidence for success!"

Other locales have made an annual trek to the center in order to build a strong base of geographic support.

"This is the 13th year that we've had folks at this training," Richard V. Chierico, a community education director from Arlington Heights, Illinois, said at a workshop for two of the state's communities this summer. "It's clear to me that the success of our programs back home is due to our continued attendance and learnings here."

Building on Chierico's comment, another participant at the same workshop commented on the evaluation form: "The workshop gave me a new perspective to my job, recharged my energy levels, and brought new ideas and hopes for building up our communities."

Dave Healy, of Waunakee, Wisconsin, attended a workshop at the

Meal breaks provide participants the opportunity to network and share experiences.

Site visits to community-school initiatives expose training participants to a variety of projects and ideas.

suggestion of his community education director. His sentiments about the session echo what NCCE staff say they often hear from intact participants:

"The overall session, information and learning opportunities were fantastic! I have 26 'to do' items to take back and begin implementing. It was a very worthwhile experience and exceeded my expectations."

Mobile Workshops

Another way NCCE provides training is by taking its show on the road. Three-day Mobile Workshops, which are similar to Intact Workshops, are held at participants' home locale and can usually accommodate larger groups. As part of its 1996/97 schedule, NCCE staff has facilitated workshops in Nova Scotia, Prince Edward Island and California. In October, a regional Mobile Workshop will be held in Denver, with 50-75 participants coming from the host state, Colorado, Montana, Nevada, New Mexico and Wyoming.

Cady acknowledged that, given the amount of time involved in preparing and traveling for these workshops, they must be carefully structured in a way that ensures they will be productive.

"My experience has been that if you go into a community, it can become a nice in-service day for them — where the telephone is too convenient or they're worrying about what's going on at home — and you may not get the same concentration and commitment. So we set up Mobile Workshops primarily for groups for whom traveling to Flint would be impractical."

NCCE doesn't agree to do a Mobile Workshop unless some of the people involved already have been to at least one of the center's other workshops, and a representative of the group agrees to serve on a planning committee to develop the workshop.

A good example is NCCE's long-time relationship with the Canadian provinces, which Cady described as "very, very productive for both sides."

The Canadian Community

Education Association was formed under the center's roof in the early 1980s, and NCCE staff regularly conducts Mobile Workshops in Nova Scotia and Prince Edward Island (PEI).

Barbara McNutt, adult education adviser and special projects coordinator for PEI's Department of Education, came to Flint with six other island representatives for an Orientation Workshop in April 1996. That October, Cady and Pat K. Edwards, NCCE's associate executive director, were invited to facilitate a Mobile Workshop in Summerside. It was attended by 100 citizens, including people from the public school system, administrators, civil servants, community workers and volunteers.

"It was a marvelous exchange," McNutt said. "After it was over there were so many people saying, 'We didn't know that so much was going on in this small island. Shouldn't we start putting our resources together and figuring out how we can make the most of what we have?' It was an example of community partnerships all the way."

As a result of the workshop, five regional community education committees were established on PEI.

"These new committees are very important to our overall effort," McNutt said. "We want them to decide what's appropriate in their communities. Even though we are a very small province, we still have a diversity of needs. It would be ridiculous to think that one way, and only one way, is going to be the solution for all communities on PEI."

McNutt believes that NCCE's ability to help people help themselves in any given community is one of its biggest strengths.

"That's one of the great things about NCCE: They have been extremely perceptive related to the needs of our area. It's very easy to come into another place and leave people with the idea that you're telling them what they need. Dan and Pat haven't done that. They get the feel for our area through us, and are sensitive to all the little quirks that exist."

Technical Assistance

Providing technical assistance is an important and established practice of NCCE, whether it's provided via phone or fax, in Flint or on-site in a school district or community that seeks the center's help with a specific or overall project. It might involve fielding further questions from workshop participants after they have returned to their home communities; spending a couple days to help 30 people in Franklin, Wisconsin, develop a five-year plan for their school district; or speaking to a diversified group of 45 residents in Inglewood, California, one afternoon about the efficacy of community/school partnerships.

The latter came after NCCE had provided long-distance technical assistance via phone and fax over a six-month period to two school employees assigned the task of developing a pilot community education plan for their district.

"When we attended an orientation workshop in Flint last summer, we didn't realize that we would have to put together a component for a possible pilot program when we got home," said Coralean Chavis, administrative assistant in curriculum and staff development at Inglewood.

"For two people who hadn't any idea of what community education was, we certainly left very excited and very committed to the cause."
—Andrea Bobbitt (L) and Coralean Chavis (R)

But that's exactly what their superintendent asked them to do.

"Our superintendent had attended community education training at the center back in the '70s and remembered how helpful the program had been to

him at the time," said Andrea Bobbitt, who works in the superintendent's office. "He wanted Coralean and I to go to Flint to find out what was happening related to community education in the '90s."

Both Chavis and Bobbitt admitted that they knew nothing about community education before they arrived in Flint.

"We really didn't know what to expect ...," Bobbitt said. "But by the time the training ended, we had a good feel for the types of activities and programs being implemented by a number of communities and schools."

Chavis concurred.

"For two people who hadn't any idea of what community education was, we certainly left very excited and very committed to the cause."

After presentations to school management and the board of education, Chavis and Bobbitt were instructed to begin developing a pilot program for the school.

"The national center was our strongest support, because they were right there to help us in the informational and developmental stages," Chavis said. "We turned to them in each phase and received the assistance we needed in a very timely manner."

"We walked them through the process long distance during those six months," Edwards said. "And when they were ready to present their plan to their board, they asked us to come out and give it a shot in the arm by talking to a group of people representing diverse community interests."

"NCCE's presentation really helped people — community members that are involved in other projects — see the possibilities of the program, so it did help us garner support," Chavis said.

The administration hopes that Inglewood's school board passes the initiative soon. If this occurs, before- and after-school programs, including family reading and math, and parenting classes, will be offered in eight elementary and/or middle schools this fall.

National Resource

As a national resource, NCCE serves the various constituencies of the community education field on a continuing basis. The service can be as simple as answering a quick question or sending requested materials to a caller; or require the more challenging tasks of coordinating a two-day special topic or dialogue session at the center for a local, regional or national group or developing and implementing new initiatives to further the community education field.

An Information Clearinghouse

As Office Manager Maxine Murray and the rest of the staff can attest, dozens of calls come in weekly from schools, agencies, community organizations and individuals seeking information on subjects ranging from early childhood development, youth enrichment and school advisory councils to adult high school and senior citizen programs.

"Our advice is sought not only on how to put these programs together, and how to run and sustain them, but we're asked about legislation, funding, contract agreements, needs assessment and policy development," Cady said.

Center policy has always been to make information available to callers free of charge. By this fall, the process will be even more user-friendly with the introduction of NCCE's new Internet web site (**www.nccenet.org**). The site is being designed and produced as a joint effort of NCCE, the Mott Foundation and New Media Publishing Inc., a creative agency in Falls Church, Virginia, that specializes in web site development.

A Gathering Place

With its charming setting and open and inclusive environment, NCCE is increasingly being used as a convening place for regional or national groups looking for somewhere to gather away from their day-to-day responsibilities in order to engage in discussions around various subjects and issues.

For example, throughout 1996 and 1997, members of the Michigan Association of Community and Adult

Education gathered at the center to investigate training possibilities, and the Bendle/Carman-Ainsworth school districts in Genesee County (home of NCCE) came seeking help in developing their community education mission statement. When the United Way of Genesee and Lapeer Counties was awarded a Dewitt-Wallace Reader's Digest Fund grant to help revitalize the community education programs in the Flint schools, NCCE — which helped write the grant proposal — was offered a seat on the governance board and asked to provide facilitation and training.

Future plans call for NCCE to provide individualized community/school training and technical assistance to a limited number of districts each year on a contractual basis. Nationally, this will give communities access to state-of-the-art community education resources while providing NCCE with continual "hands-on" experience from which to base the theory and practice of its curriculum.

The center also helps coordinate Special Topic/Skill-Building Workshops and Dialogue Sessions designed to facilitate an in-depth experience to advance community education and the betterment of those involved in community partnerships.

To date, Special Topic/Skill-Building Workshops have covered a broad range of issues including marketing, child care, group facilitation, school/business partnerships, interpersonal communication, family/parent involvement and community building. Requisite skills are identified through needs assessments of former participants as well as by identifying current trends. Experts who help plan the agendas are also key presenters.

A session entitled, "Community School Funding," in March drew participants from across the country. They shared funding resources, heard local practitioners and foundation

Center staff serve as information and assistance providers both on- and off-site.

experts explain how to start a local foundation, and learned how to develop and submit proposals and utilize other resources.

"Workshops like these are very important to my everyday work experience," said Mattie Young, principal of Gwendolyn Brooks Jr. High School in Harvey, Illinois, and a participant at the community school funding session. "I use this education to the extreme. I've been working with our school system so they can also see the importance of our children's future."

NCCE is incorporating a Special Topic Workshop geared specifically for young adults into its 1997/98 schedule as part of its expanded outreach to this age group. The session, to be planned and attended by young adults, will include presentations by 20-35-year-olds involved in major leadership roles.

Several times each year, the center also invites 10 to 20 individuals with a serious interest in, or special knowledge of, a particular issue to spend three days together in a Dialogue Session.

"The objective here is to provide a forum in which interested individuals can embrace a particular topic and discuss its implications to their work and their various constituencies," Cady said.

In addition to sessions held on Local Collaboration for Children and Youth, and planning activities for the Michigan Association of Community and Adult Education, one of this year's dialogues brought together 17 people of various races and ethnicities from across the country to discuss the impact of Race, Language and Culture on local communities and school systems.

Hedy Chang, executive director of San Francisco-based California Tomorrow, co-facilitated the group with Khatib Waheeb, director of St. Louis Caring Communities in Missouri.

"The dialogue gave us a chance to start having more of a shared understanding of how we think issues of race, language and culture are playing out in our work," Chang said. "It also provided the opportunity to begin to set up the agreements among each other as resources — how we can come to each other to work on projects, how we can talk to each other when we're trying to understand a problem or resolve it, or do something in our own work."

Chang added that since the session in January, she already is seeing the benefit in some of her own work.

"As a result of the dialogue session, Kathib and I subsequently co-facilitated a retreat on racism and diversity for the board of the Family Resource Coalition in Chicago. Our ability to facilitate that retreat was a direct result of the NCCE session. It not only gave us a much better sense of how to work together, but we were able to try out some of the tools we used in the dialogue with the board of the coalition."

As a follow-up to the January session, NCCE will be hosting a second Dialogue Session on the topic later this year.

Chang is looking forward to it.

"Hopefully this next dialogue will see a few new additions to the roster and continue to solidify our efforts. I think there's a lot of commitment — a lot of us are already working on these issues in our own way. It's about how you create networks of people who can support each other and their own efforts to move these issues."

Cady acknowledges that a continuing challenge for staff has been how to raise race and cultural diversity issues in its curriculum.

"This dialogue began the long-term process of discussion and engagement

"The dialogue gave us a chance to start having more of a shared understanding of how we think issues of race, language and culture are playing out in our work."
—Hedy Chang

on these issues and their impact on various policies and practices," he said.

New Initiatives

In addition to all the above activities, the groundwork has been laid for three more initiatives — a community schools mapping project, the Internet web site and a newsletter.

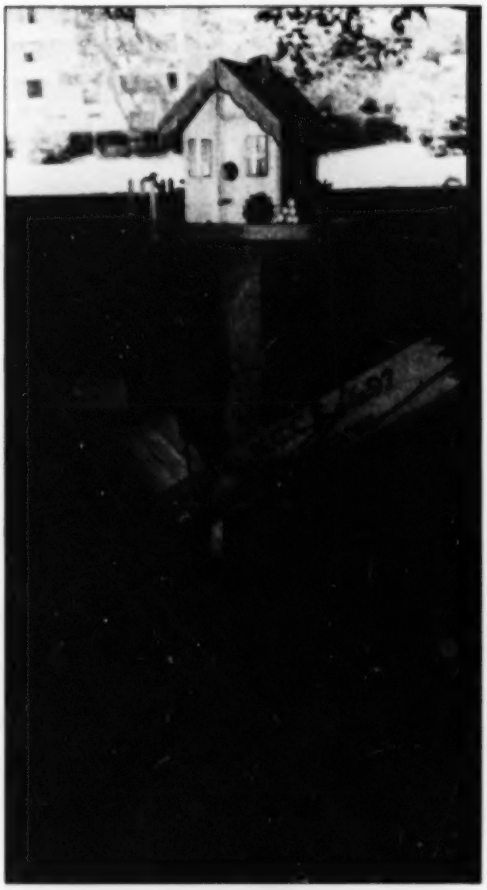
This fall, the project committee for the Mott Foundation-funded Community School Mapping Project will meet at NCCE to present, evaluate and plan for the publication of information obtained from 25 different K-12 community/school models chosen to participate in the project. The project is a collaborative effort of NCCE and the Washington, D.C.-based Institute for Educational Leadership.

According to Edwards, who serves on the project committee, the idea was to map the different types of community schools to determine how each one defines community education, to see what they're doing in their communities and schools; where they're getting their funding and how successful each model has been.

"The report coming out of this project should prove a valuable resource to everybody in community partnerships — a real tool for educational leadership. We intend to present it to every person attending our workshops so they can take it back to their hometowns as a reference to help them decide which model will fit best in their communities."

The web site, mentioned earlier, will provide a variety of resource areas: News and Events; Legislation; Funding; Models and Case Studies; Resources; and Networking. NCCE's training schedule and registration information also will be available.

Finally, as part of its focus on marketing, networking and communicating with the hundreds of participants who come every year, NCCE is developing a newsletter that will be distributed nationally. Expected publication date of the first issue is later this fall.



Thank you cards and "tokens of appreciation" are the rule rather than the exception from NCCE workshop participants.

Local Convener

The NCCE is taking to heart in its home community what Ernest O. Melby, one of the orginators of the Mott Intern Program, said about education becoming part of the whole community. The center recognizes that, as a "good citizen," it has an important contribution to make in Flint. Therefore, the center has taken on a role as convener for Flint agencies and citizens interested in community and education change.

NCCE's first initiatives in this arena — the facilitating of the team chosen to represent Flint at the Presidents' Summit for America's Future in April in Philadelphia, and the presentation of a Colloquium Series — were highly visible and well-received by the community.

The four Flint partners in the summit effort — the Community Foundation of Greater Flint, the Community Coalition, United Way of Genesee and Lapeer Counties, and the mayor's office — asked the center to be the convener, according to Cady.

The local America's Promise Advisory Committee meets regularly at NCCE.

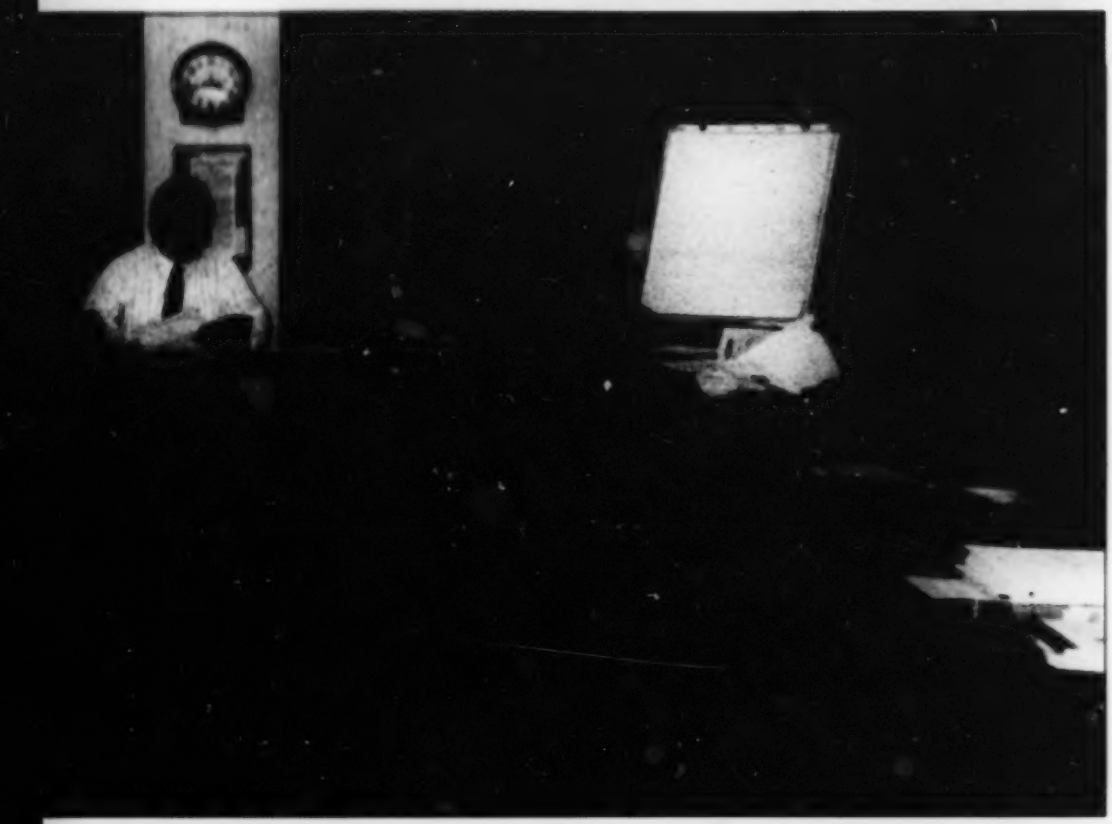
As a follow-up to the summit, a broader-based group of city and county representatives, called America's Promise Advisory Committee, was established and has created task forces to develop resources in seven key areas for youth: ongoing relationships with a caring adult (or mentor), safe places and structured activities during non-school hours, healthy starts, development of a marketable skill through effective education, an opportunity to give back through community service, development of a local promise book, and planning a local summit.

"We have become the process facilitator," Cady said. "We know about group dynamics; we know how to get people together at the table; we know how to resolve conflicts. But now the group itself will take on the leadership role. They will still meet here, and we will still facilitate."

In January, NCCE introduced its Flint Area Colloquium Series, patterned in the tradition of the original Mott Intern Program's colloquiums. Just as those sessions exposed interns to some of the best thinking in the country, this monthly series provided 38 representatives from 34 local nonprofits the opportunity from January through May to hear nationally known resource people speak at the center.

The five speakers included executive directors of four national organizations involved in providing support to local communities in the process of community renewal: Chris Gates of the National Civic League, Marge Baker of the National Institute for Dispute Resolution, Heather McLeod from *Who Cares? A Journal of Service and Action*, and Martha McCoy from Study Circles Resource Center. The final presenter was John W. Gardner, former secretary of health, education and welfare, who is a consulting professor with Stanford University's School of Education.

"Too often in communities, you have groups of nonprofits that aren't quite connecting; they're all doing their own separate projects," NCCE's Edwards said. "But when they all sit together and listen to a Chris Gates or a John Gardner, they begin to talk to each other and realize the things that could happen here in Flint."



In part, Gates' remarks underscored that observation:

"The way we get at issues ... is literally by everybody turning their pockets inside out and saying, 'This is what I can do to help, now what can you do to help?' ... Leadership these days is about having the power to bring the right set of people to the table and convincing them to get involved."

Gates said a significant problem in getting relevant stakeholders to come together around the broader or more controversial issues is that people are often afraid of being verbally attacked or ridiculed for expressing their ideas or opinions.

"As a result, the truth gets spoken not in meetings but in parking lots. So the interesting thing a lot of communities are working on is the creation of a 'safe place' — a physical space in a community where, when you walk through the door, the rules are up on the wall: 'No personal attacks. No interrupting. Listen to what everybody else says before you respond,' etc. People are trying to find how to create this physical safe space so that they are comfortable having a conversation."

Which is exactly what NCCE is attempting to do in its new role as convener.

"We make it possible for people to get together in a safe environment — 'safe' meaning it's OK to bring up racial issues, diversity issues, any type of issue," Edwards said. "We want the center to be a place where people can safely say what's on their minds."

James Yantz, deputy superintendent of Flint Community Schools, welcomed the Colloquium Series as a way of bringing representatives of diverse community organizations together in a relaxed, nonconfrontational atmosphere.

"We have a long ways to go yet because you still get into some of the turf situations," he said.

"As we have to do more and more things with less and less resources, we need to sit down and work together. Just as John Gardner says, all four elements — in our case, the city, the school district, the citizens and the various businesses and nonprofits — all have to come together to revitalize a community."

In his presentation, Gardner, whose

career has included chairing the National Urban Coalition, Common Cause and Independent Sector, emphasized the importance of bringing people together and getting them to communicate with one another.

"Always start with people who are willing to cross boundaries and are willing to reflect on the possibilities of trust with others," he said. "Then pursue the kinds of community that produce trust."

The real trouble, Gardner cautioned, comes when people are not allowed to express their anger.

"You almost always have to start with a certain amount of 'venting' — letting troubles come to the surface. You'll get some yelling, ... get some people indulging in personalities because there's anger under the surface in a fair amount of these people and they just want to express it. You've got to find out what's bothering people. ... Then you can get to their real interests."

Gardner credited his listeners with having "an immensely important role" to play in today's society:

"You're in the strategic position to be aware of problem-solving situations as they arise — and to be able to lend support. ... Something enormously promising is happening at the grassroots level today, and that is where the fabric of our society is being rewoven."

"Something enormously promising is happening at the grassroots level today, and that is where the fabric of our society is being rewoven."
—John Gardner

Kathi McClanahan, chief executive officer, of the YWCA of Greater Flint, described the Colloquium Series as providing "a day each month where you stop and think ... and really get a chance to step back and try to envision fresh new ways to approach the challenges that we hold in common. Then when you go back into the trenches, you have some resiliency or at least an approach that has a 'can do' attitude."

The Flint experience made such an impression on Gates of the National Civic League that the directors of the NCL/Alliance for National Renewal in Denver developed a similar program called "Colorado Conversations."

In its new role as a local convener, NCCE plans to reach out to the community on several levels by providing regularly scheduled opportunities for Flint-area agencies to work with resource experts, processes and programs dealing with difficult community-based issues; offering local agencies two- to four-day training/planning sessions addressing specific community issues; and facilitating the future development of leadership in Flint. It also will resume the Colloquium Series, although the format and frequency are still under review.

"The commitment and the talent at the center, and the resources that it brings to the table, add immeasurably to the ability of the community to meet ever-changing needs," said Dorothy Reynolds, president of the Community Foundation of Greater Flint. "We can't have too many people of goodwill trying to bring resources to bear." ■

— KRAJEWSKI

"Leadership these days is about having the power to bring the right set of people to the table and convincing them to get involved."
—Chris Gates

Strong community/school partnerships are built one step at a time.

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NCCE Board/Staff Profiles

The national scope of the National Center for Community Education (NCCE) is evident in the makeup of its five-member Board of Directors.

A. Donald Duncan, a senior consultant for Impact Development Systems in New York, was director of human relations for the Yonkers, New York, Public School System from 1986 to 1995. He has been an adjunct professor for the College of New Rochelle, the College of St. Rose and the New School for Social Research, all in New York state.

Duncan has consulted with governmental, educational and business organizations throughout the United States and Canada since 1974. He is a recipient of the Leadership in Education Award sponsored by the Rotary Club and the Board of Education of Yonkers.

He holds a bachelor's degree from John J. College, City College of New York and a master's from the University of California at Berkeley.

Paul Heckman, an assistant professor of teaching/teacher education at the University of Arizona for the past 17 years, is also director of an exemplary education project in several low-income schools in southern Tucson.

Heckman also consults from coast to coast and serves on advisory boards and councils of Project Life Lab in Santa Cruz, California, and the Family Resource Center and the Parent Connection, both in Tucson, Arizona.

He holds a bachelor's from King's College in Briarcliff Manor, New York, a master's from Boston University and a doctorate from the University of California at Los Angeles.

Martha Nelson, a retired supervisor from the Arkansas Department of Education, has served as director of community education, as well as the career opportunities program, in Little Rock, Arkansas; director of the Pulaski County Educational Cooperative; and director of the Arkansas Education Renewal Consortium.

Nelson was a delegate to the First Inter-American Conference on Community Education in La Paz, Bolivia, and to the International Community Education Conference in Dublin, Ireland.

She holds a bachelor's degree from Hendrix College in Conway, Arkansas, and a master's from State College of Arkansas.

Gloria Rubio-Cortes, a former vice president for development for the Mexican-American Legal Defense and Educational Fund, is vice president of the National Civic League (NCL) and deputy director of the Alliance for National Renewal (ANR) in Denver.

ANR is a new initiative involving 141 national and local community-building organizations and seeking to renew America's communities.

Rubio-Cortes also supervises NCL's development, membership and communications, and co-directs the Voting Rights Act Handbook Project.

She holds a bachelor's degree from the University of Colorado and a master's from Columbia University in New York City.

Donald C. Weaver has chaired NCCE's board of directors since 1996. He retired from Western Michigan University, where he was a professor of education and director of its Center for Community Leadership Training. He also was WMU's representative to, and taught educational administration in, the Mott Intern Program.

Weaver also served as president of the National Community Education Association, director of the Midwest Collaborative Community Education Training Project and chaired the Mott Foundation National Task Force on Community Education. He has written extensively on community education and leadership.

He holds a bachelor's degree from Central Michigan University, a master's and doctorate from the University of Michigan.

Here are brief profiles of NCCE's staff:

Executive Director **Dan Cady** worked for Flint Community Schools for 36 years before taking on the leadership of NCCE in January 1996.

He was a community school director for 10 years in Flint and also served as director of the Mott Program Leadership Training and coordinator of staff development and leadership training. From 1985 to 1995, he was director of community education programs and services.

Cady also has served as president of both the National Community Education Association and the Michigan Association of

NCCE staff (L to R): Front row – Jan Unangst, Kim Watkins, Maxine Murray. Back row – Rawlan Lillard, Shane Tiedeman, Dan Cady, Jim Ostrander, Pat Edwards.

Community and Adult Education. He has received the National Community Education Distinguished Service Award.

He holds a bachelor's degree from the University of Michigan and a master's from Eastern Michigan University.

Associate Executive Director **Pat K. Edwards** is a veteran of NCCE. After completing the yearlong Mott Intern Program in 1973, she served as the center's assistant director for three years. She has been a program officer in education at the Mott Foundation since 1977, and is currently "on loan" to the NCCE through 1999.

In her work with Mott and NCCE, Edwards has given keynote speeches and/or workshops in all 50 states and overseas, including Australia, Brazil, the British Isles, Kenya, Malaysia, New Zealand and Thailand. She has written about community education for such publications as *NIDR News* and *The Community Education Journal*.

Edwards holds four degrees — a bachelor's and a doctorate from the University of Michigan, and a master's and an educational specialist from Central Michigan University.

Associate Director **Shane Tiedeman** has served on numerous state organizations, including the Michigan Association of Community and Adult Education, the Michigan Family Resource Coalition, the Michigan Community Service Commission and the Michigan Department of Education, as well as various national groups.

Prior to joining the center in 1984, Tiedeman was involved in Flint's community education movement. As assistant community education director of the Genesee Area Skill Center, he coordinated continuing education classes primarily in the field of business training.

He holds a bachelor's degree from Michigan State University and a master's from the University of Michigan.

Associate Director **Rawlan Lillard** joined NCCE in July after 37 years with Flint Community Schools as a teacher, staff specialist, assistant principal and principal.

In his 17 years as principal of Gundry Elementary School, Lillard established Flint's first "Cradle School" (kindergarten readiness for children from birth to 5 years) and the "Smart Start Center" (providing health and human service programs for infants/children/parents) in partnership with the Mott Children's Health Center. He was voted "Educator of the Year" in 1992 by the National Association of Negro Business and Professional Women.

He holds a bachelor's degree from Eastern Michigan University and a master's from the University of Michigan.

NCCE's young adult coordinator, **Kimberly Watkins**, attends GMI Engineering & Management Institute in Flint, where she is studying management/accounting under the sponsorship of NCCE.

Office manager **Maxine Murray** joined NCCE in 1996 after 20 years with the Flint Community Schools — the last 11 as executive secretary for community education programs and services. She is a member of the National Community Education Association, the Genesee Association of Community and Adult Educators, and the National Association of Executive Secretaries.

Secretary **Janice K. Unangst** joined the staff in July. Prior to that, she worked 20 years as an administrative secretary at Mott Adult High School in Flint.

Maintenance director **James Ostrander** has been with NCCE since 1992. He retired from Flint Community Schools in 1986, where he had been a custodian and then a carpenter. ■

Eye on the Future — Tomorrow's Leaders Today

BY VAL OSOWSKI

In the summer of 1996, college student Kimberly Watkins needed a job until she found a business sponsor as part of Flint-based GMI Business & Management Institute's co-op degree program. And in a bit of seredipity, Office Manager Maxine Murray was badly in need of assistance with day-to-day activities at the National Center for Community Education (NCCE).

"We were relieved when Kim agreed to come and help us out," NCCE Executive Director Dan Cady said. "She is very bright and a good worker, and I soon found myself calling business contacts to try and help her find a sponsoring organization."

"I never would have thought that I'd be doing this type of work — really reaching out to people — but it's a great experience."
—Kim Watkins

Later that summer, Cady and NCCE Associate Executive Director Pat K. Edwards attended a Points of Light conference in San Francisco where 27-year-old Heather McLeod, former Editor of *Who Cares* magazine, was speaking to attendees about the "forgotten voice of the 20-35-year-olds in our society."

"It was a very illuminating talk," Cady said. "And as Pat and I listened to her speak about some of the reasons this younger generation wasn't more engaged in community, we suddenly turned to each other and said, 'Why are we trying to find some other organization to sponsor Kim? We could use her leadership talents in the community education field.'"

With this realization, Cady and Edwards approached Watkins about being sponsored by NCCE and helping establish in Flint a young adult leadership program that could be institutionalized as a vital component of NCCE's outreach to a generation that wasn't yet at the community education table. She accepted.

As an adolescent, Watkins had enjoyed the fruits of community education, but was unaware of the individual and collective efforts over many years that had afforded her such an opportunity.

"I'd always been active in community education programs at the schools when I was younger, but I didn't know about community educators or NCCE," Watkins said. "I never would have thought that I'd be doing this type of work — really reaching out to people — but it's a great experience."

"The fit was so perfect," Cady said. "Kim is a Flint native, an honor graduate of Flint Northern, and has a real interest in how her peer group could help us revitalize community education."

As part of her co-op program at GMI, Watkins, 21, alternates 12 weeks in school pursuing her management/accounting studies with 12 weeks at NCCE serving as staff coordinator for the fledgling Flint initiative.

Another young Flint resident, Woody Greene, 30, a program officer at the Community Foundation of Greater Flint, heard about the new initiative and approached Watkins with some ideas he had that dealt with engaging young adults.

"Part of my passion for getting something started among Generation

Committee members are enthused about the potential of the group to recruit young leaders to community education.

Xers in Genesee County is that we can define our purpose," Greene said. "If we get some people together to do that, then we are determining what 'X' equals on our terms and our conditions — not by the way somebody who wrote a book defines our generation."

Working from a couple of recommendations and contacts with other young adults they had known or worked with, Watkins and Greene put together a seven-member steering committee, including themselves.

Each of the group's members came enthused about, and committed to, the wide-ranging potential of such an initiative.

Eric Rettenmund, 26, a development officer for institutional development and the foundation at Mott Community College, shared their enthusiasm.

"When I first received Kim's letter inviting me to participate, I was very excited. I come from a family that is very community service minded and grew up with a father who was a Flint community school director.

"I feel very fortunate to have grown up at a time, in the mid-1980s, when Flint and the schools saw community education as a priority, and I think that experience can be used to give back to the kids growing up now — to show them all the positive things community education and community service can be about."

Watkins laments that kids growing up in Flint today don't have the community school opportunities that she and others in the group had just 10 years ago.

While Rettenmund shares her feelings, he is quick to say that groups like theirs really can make a difference.

"I really miss the Flint community schools that I grew up in. I'd like to see us get back into the schools — get some volunteers to open them up — and have a Teen Club where kids can play basketball or socialize with each other. Perhaps you could even combine some sort of workshop with that. You know, come and play basketball, eat pizza — because kids aren't going to come unless there's food — and then have some kind of workshop at least once a month on violence prevention, abstinence or community service."

Greene believes that such programs would encourage teens and younger kids to get involved in their community early on.

"It could provide them with the resources they need to become active. I think a lot of kids are willing and able to become more involved, but they don't know where to start or who to contact."

Watkins added, "Along those same lines, our group could also help develop workshops for people our own age on career goals or 'how to deal with bad managers' that could be held at NCCE or Mott Community College."

Sylvester Jones Jr., 29, senior associate for the United Way of

Genesee & Lapeer Counties, contends that one of the biggest contributions his age group can make is to reach back to the younger generations.

"We're going to be the ones that can relate to them and encourage them to participate in community/school activities."

Carla Mallory, 24, human resources director of the Flint-based Industrial Mutual Association, echoed Greene's comments about how a group like theirs could go a long way toward redefining what their generation is about.

"In addition to my current job, I've been volunteering for a couple of years as a business consultant. And being the youngest consultant in the group, I've come face-to-face with the challenges you face just because of age alone. There are a lot of stereotypes we have to overcome, so getting a group together that realizes that really increases the opportunity to change perceptions and attitudes."

Another committee member, Shannon Schwegler, 24, a program coordinator for the Flint Executive Service Corps and Leadership Flint, believes her generation's time has come to get engaged in community in a meaningful way.

"I think we've finally hit on something this generation is willing to get behind and fight for in our country. After all, if we can't make a difference in our own community — whether it's in the schools, on the streets or at home — we're not going to make a difference nationally."

Added Omar Sims, a 29-year-old community activist formerly with the Community Foundation of Greater Flint:

"The seed has now been planted, and it may take some time to see the real fruit, but I am very encouraged because, while there have been lots of people talking about doing something like this, it's the first time in our community that individuals in our age group have come together to actually put something into action.

"I'm thrilled that Dan Cady and Kim Watkins had the vision and courage to do something like this. I think it shows that the national center is living up to its mission by realizing the need to involve this generation."

The committee's first meeting was held at NCCE in May, and after two months and three meetings, the group has a name — "Tomorrow's Leaders Today" — and a mission — "to build a network of future leaders that promotes, educates and rejuvenates the importance of community education service among all generations."

Said Schwegler: "Our vision is to become engaged in community everywhere and anywhere, whether it be something on a large scale, like communitywide beautification efforts or re-instituting after school activities, or something as simple as matching a person up with a little brother or little sister. The goal is to involve individuals all over so that we all give back to our community on a level that we're comfortable with while, in turn, creating a better community for the younger generation to live in."

Greene sees the potential for Flint to become a laboratory in which their experiences in community young adult leadership can be nurtured, developed and shared nationally.

"We can serve as a catalyst for other communities across the country who are contemplating doing the same thing. Our primary focus is developing new leadership for the future, sharing information, networking and increasing the involvement in community among this Generation X age group."

Along these lines, the members are working on their next task — putting together a larger gathering of their peers this fall to seek more input, create awareness and start developing a broader network from which to work.

About the future?

Jones reflected: "I want to look back 10 or 15 years from now and see that our generation is more engaged in community; that we've made a difference." ■

Fran Krajewski contributed to this report.

Foundation Adds Three Persons in Flint, Poverty Programs

The Mott Foundation has added three people with extensive backgrounds in education, youth and community issues to its program staff.

Marianne R. Kugler and **Christine Sturgis**, who have worked on education and youth issues, are program officers in the Poverty program, while **Michael Easterling**, who has experience at the community level in two states, is an associate program officer in the Flint program.

"These three individuals bring to the Foundation significant experience, loads of energy and a passion for their work," said William S. White, Foundation President.

In addition, **Edmund J. Miller** has been promoted to program officer in the Environment program, and **Stephen W. Vessells** has been promoted to investment manager in the Foundation's investment office in Detroit.

Kugler is assuming responsibility for the Foundation's education and early childhood development grantmaking. She had been headmaster of Valley School in Flint since 1986 and an adjunct professor at the University of Michigan-Flint since 1985. She also served as president of the Association of Independent Michigan Schools from 1994 to 1996, and has been a member of the Grants Review Committee of the Community Foundation of Greater Flint since 1991.

Marianne R. Kugler

Before heading Valley School, Kugler worked for the Flint Community Schools for more than a decade, including five years as assistant to the executive director of elementary education. She was also coordinator of program evaluation, planning consultant, coordinator of student teachers and a classroom teacher.

Prior to that, Kugler was editor and senior writer for the vice chancellor of student affairs at the University of California at Davis and a teacher in Los Angeles.

She holds a bachelor of arts in humanities from the University of California at Berkeley, a master of arts in educational foundations from the University of New Mexico and a doctorate of philosophy in educational administration from Michigan State University.

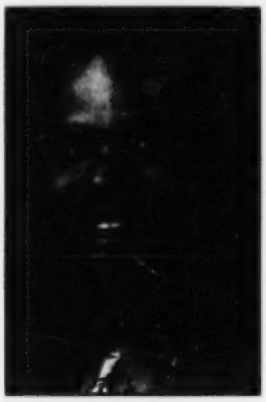
Christine Sturgis

Sturgis will work on Poverty issues affecting youth development and employment, including school-to-work initiatives, teenage parenting and at-risk youth development programs. She also will collaborate on teenage pregnancy prevention grantmaking.

Sturgis recently had worked as a private consultant on a variety of youth issues. From 1994 to 1996, she was associate director of the school-to-work initiative of the MassJobs Council. As such, she was project leader for mobilizing the employer community and developing strategies to serve all youth effectively.

Before that, Sturgis was director of program operations for the Greater Boston Rehabilitation Services and director of finance and planning for Boston Senior Home Care.

She holds a bachelor of arts in American history from Colgate University in Hamilton, N.Y., and a master in public policy degree in education and human services from Harvard University's John F. Kennedy School of Government.



Michael Easterling

Easterling came to the Foundation from the Ann Arbor (Mich.) Community Development Corporation, where he had served most recently as director of development. Prior to that, he worked at a number of organizations in Cleveland from 1988 to 1996: Applied Information Resources, Federation for Community Planning, East End Neighborhood House, Cuyahoga County Planning Commission, Midtown Corridor Inc. and General Electric Co.

Easterling holds a bachelor of science in finance from Jackson (Miss.) State University, and he has done post-graduate work at Cleveland State University.

Miller has been with the Foundation's Environment program as an associate program officer since 1992, working with grantees primarily in the areas of reform of trade policies and pesticide use reduction.

Prior to that, he worked for the New England Environmental Network. Miller holds a bachelor of arts in philosophy from Stanford (Calif.) University and a master's in agricultural and resource economics from Stanford's Food Research Institute.

Vessells joined the Foundation in 1988, and most recently had been an associate investment manager. He is responsible for equity investments in various industries including business services, electric utilities, telecommunication services, retail food and drug, retail mass merchants, retail specialty other, information services, personal computers/consumer software, and communications equipment.

Vessells holds a bachelor of science in business administration and finance and a master's in business administration from Oakland University in Rochester, Mich. He received his Chartered Financial Analyst (CFA) designation in 1996. ■

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